

***“The really difficult part of teaching is not organizing and presenting the content, but rather in doing something that inspires students to focus on that content to become engaged.”***

***Leamnsn, R., 2000***

# PREVENT

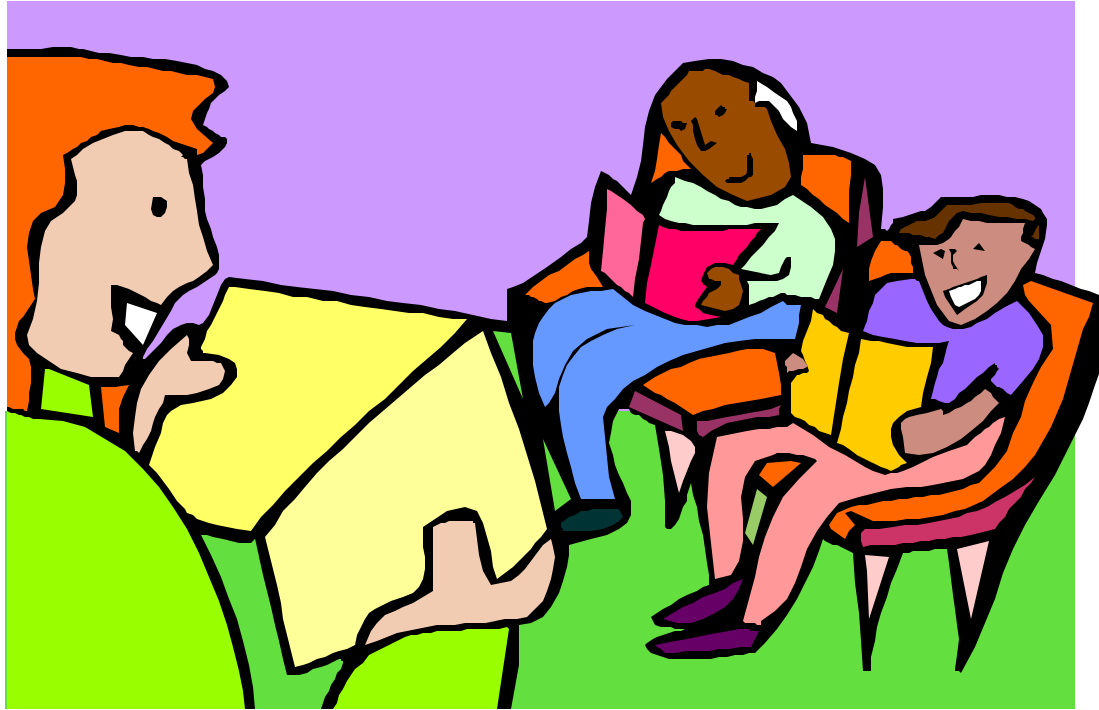
- PRE - Personal Responsibility &
- V - Values
- E - Education
- N - and
- T - Training

# NADAP Summit - 2002

## PREVENT Presentation

- “Science of Learning” and PREVENT
- Overview of PREVENT
- PREVENT Metrics
- Q & A





# **New Health Promotion Program**

“Content-Centered Teaching”

“Learner-Centered Teaching”

# “Learner-Centered Teaching”

- Requires students to grapple with ideas and to expend physical and psychological energy. (Austin, 1985)
- The brain changes when taught in more meaningful ways. (Leamnsnson, 2000)
- They learn when they write, relate, and try it out. (Chickering & Gamson, 1987)

# “Learner-Centered Teaching”

- Lecture is far less effective than other methods in changing thoughts and attitudes. (Bligh, 1972; Eison & Bonwell, 1988)
- Learning is an active search for meaning by the learner, constructing knowledge rather than passively receiving it, shaping as well as being shaped by experiences.” (Joint Task Force on Student Learning, 1998)



# “Learner-Centered Learning”

- Students need to establish process goals: *What am I going to do about my drinking?*
- Rather than product goals: *I will know three facts about alcohol abuse.* (Hubba & Freed, 2000)
- Discussion increases comprehension more than learning definitions or facts. (Solomon, Rosenburg & Bezedek, 1964)

# “Learner-Centered Teaching”

- Knowledge is not storing facts on computer disks but developing a useful network with linked concepts. (Naveh-Benjamin, Lin, & McKeachie, 1989)
- Students who reflect on what they are learning are better prepared to use the class content in the future than those who only memorize or prepare to answer the questions on the class' test. (Cross, 1996)

# “Learner-Centered Teaching”

- “Errors are part of problem solving. If no mistakes are made, then almost certainly no problem solving is taking place.” (Martinez, 1998)
- In order for students to learn from mistakes there must be an environment of honesty without fear. (Deming, 1986)

# “Learner-Centered Teaching”

- Teachers must assist students to assess their knowledge. Checking the facts not enough.
- *“How do you make exercise a part of most of your days?”*
- -NOT-
- *“What is your body fat supposed to be?”*

# Characteristics of Learner-Centered Teaching (Huba & Freed, 2000)

- Learners are actively involved and receive feedback.
- Learners apply knowledge to enduring and emerging issues and problems.
- Learners integrate discipline-based knowledge and general skills.
- Learners understand the characteristics of excellent work.

# Characteristics of Learner-Centered Teaching (Huba & Freed, 2000)

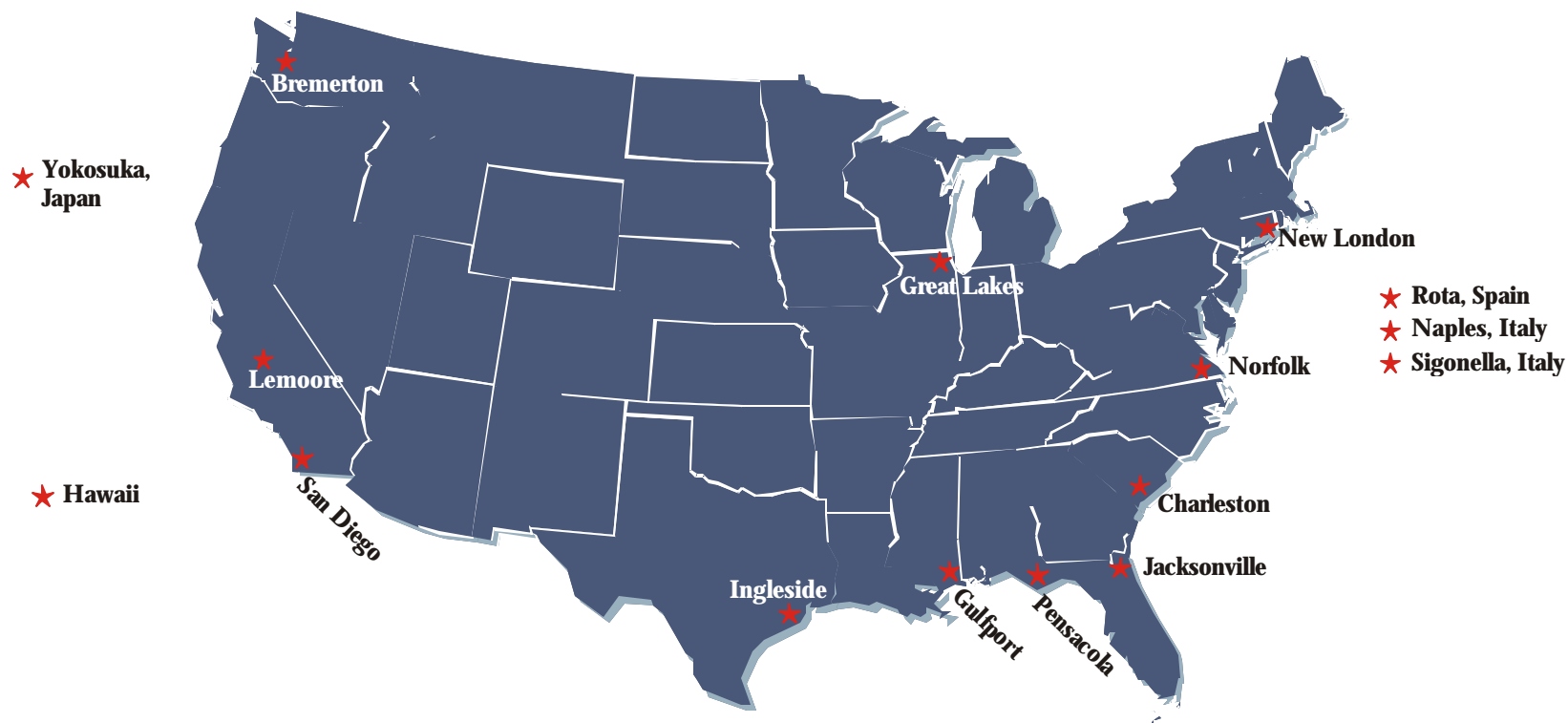
- Learners become increasingly sophisticated learners and knowers.
- Professors coach and facilitate, intertwining teaching and assessing.
- Professors reveal that they are learners, too.
- Learning is interpersonal, and all learners – students and professors – are respected and valued.

# PREVENT

## *Scope of Work*

- Curriculum Development
- Train, Prepare, & Supervise the Facilitators
- Facilitate the Classes
- Administer the Sites (Scheduling)
- by Order of DAPMA, San Diego

# PREVENT Locations



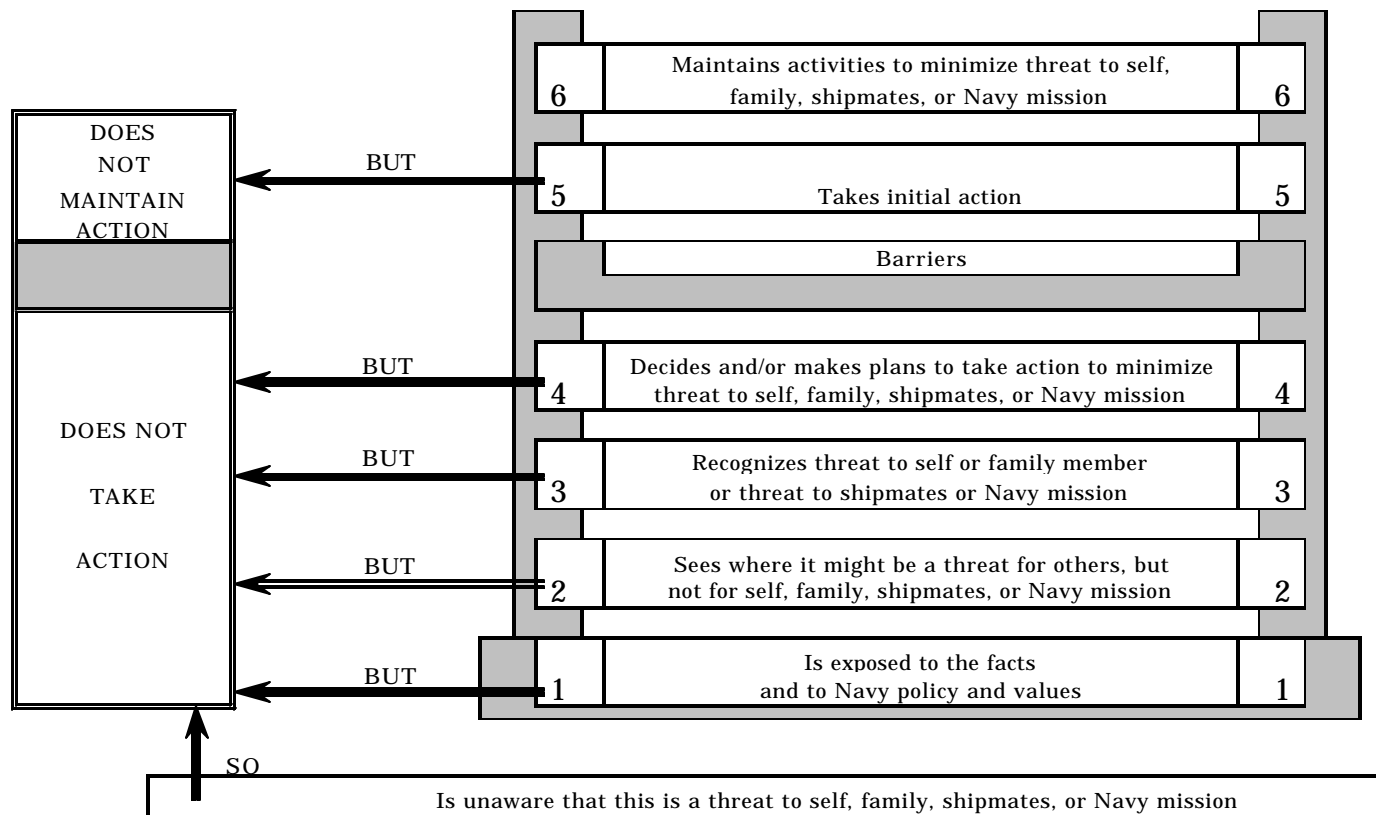


# PREVENT Content

- 24 hours class - Four Units
- Alcohol Misuse and Drug Use Prevention
- Interpersonal Responsibility
- Personal Finance
- Health and Readiness

# PREVENT Foundation

## PREVENT Threat Minimization Framework (TMF)



# PREVENT Facilitators

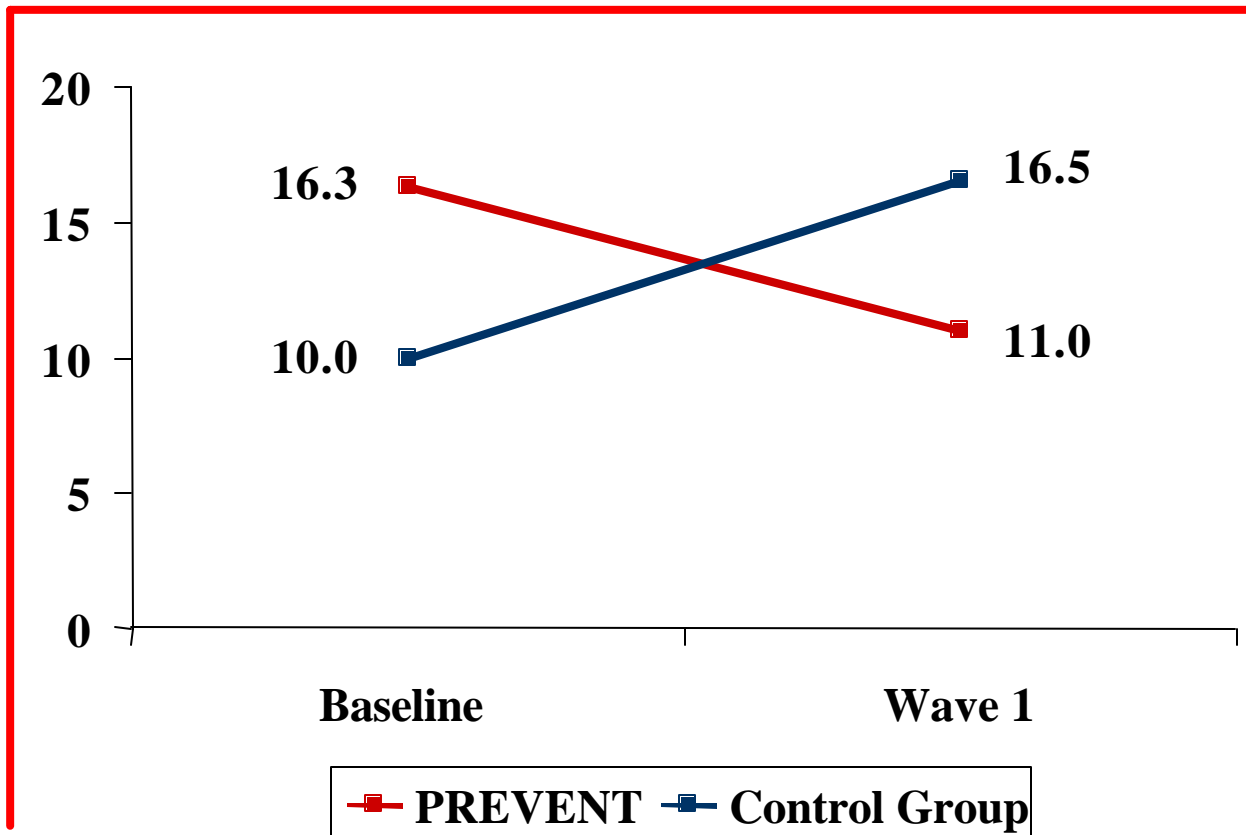
- Trained in Facilitation Skills
- “Reflect Respect”
- Grounded in the TMF
- Dedicated to enhancing the sailors’ mission readiness

# PREVENT Participants Say:

- Sailors (85%) leave PREVENT stating they have improved their ability to perform their military duty.
- Sailors (91%) believe their shipmates would benefit from attending PREVENT.
- PREVENT encourages positive behavior change in the areas that threaten military readiness.
- Sailors who self-identify as being “at risk” show positive movement toward change.
- Sailors who attended PREVENT report positive movement toward change in six of seven threat areas surveyed.

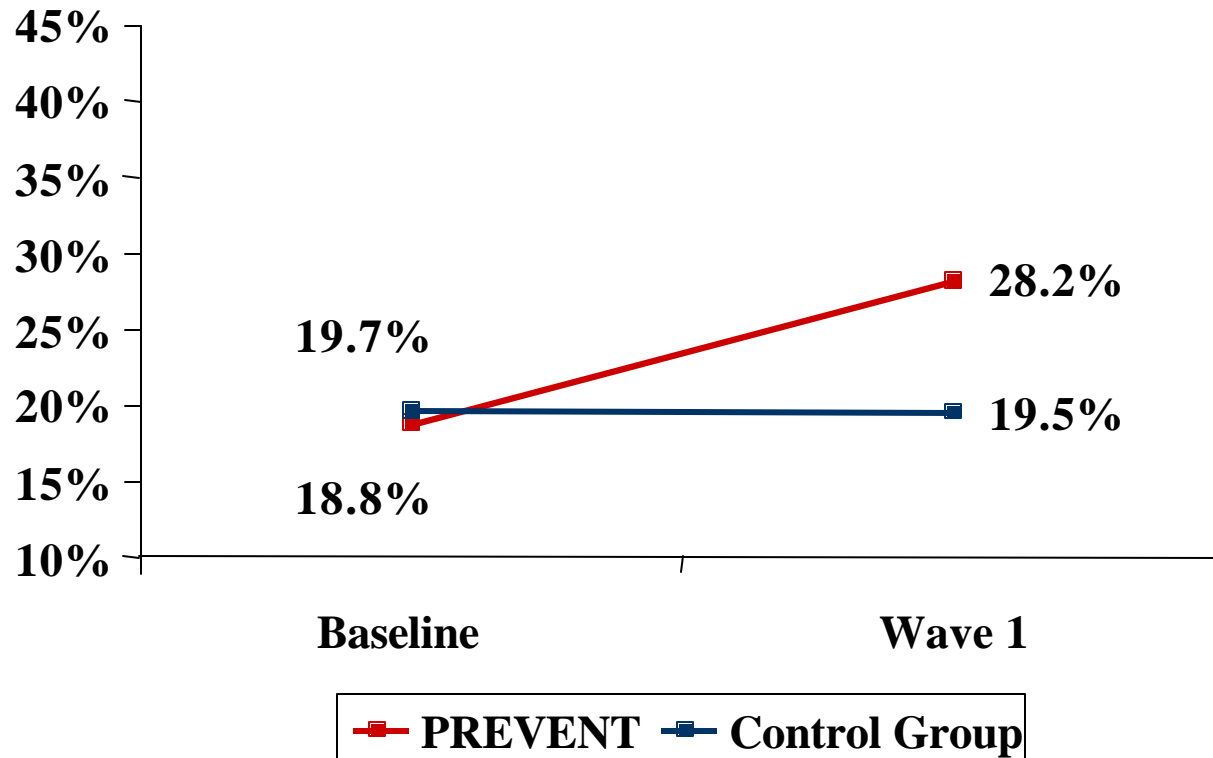
# PREVENT Outcomes

## BINGE DRINKING EPISODES (PAST YEAR)



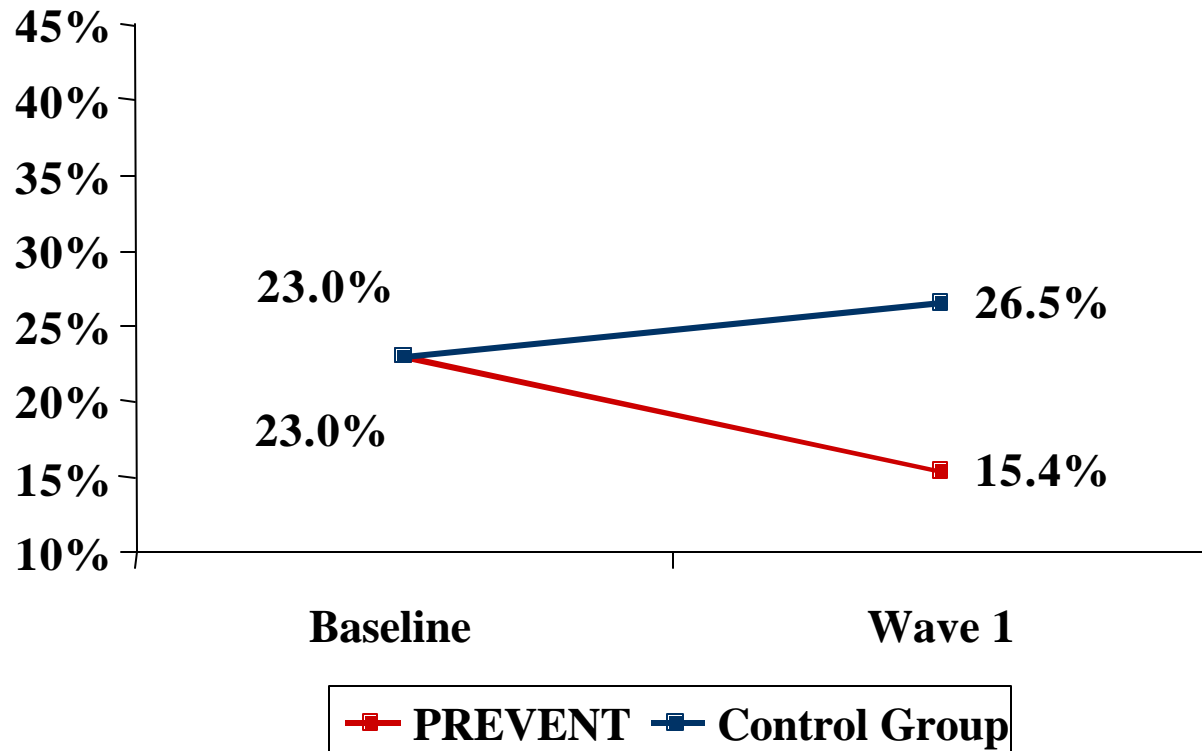
# PREVENT Outcomes

## ALCOHOL AWARENESS AND RESPONSIBILITY



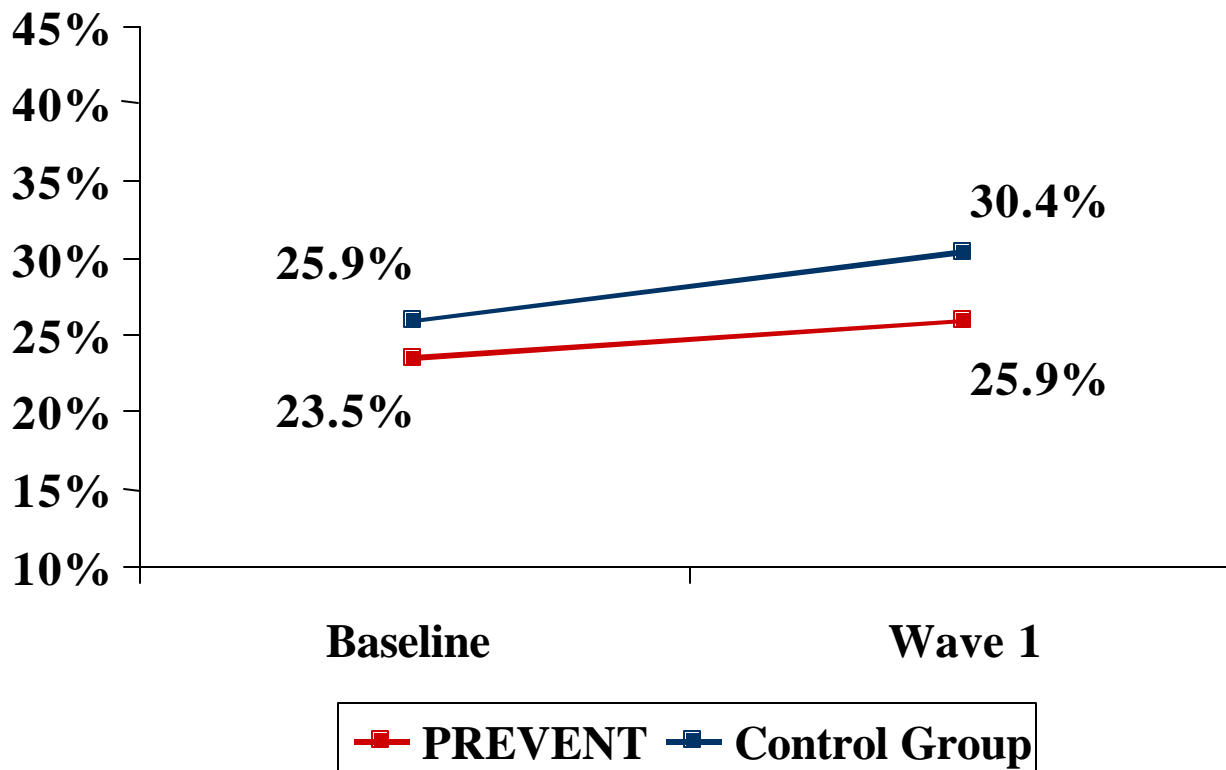
# PREVENT Outcomes

## MARIJUANA USE (PAST YEAR)



# PREVENT Outcomes

## CIGARETTE SMOKING (PAST YEAR)





**PREVENT** Outcomes

*Command Customer  
Survey*

*Coming to your Site*

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# PREVENT Summary

- Guided by the “Science of Learning”
- The PREVENT Staff who Facilitate a structure curriculum.
- Alcohol Misuse Prevention integrated into the content of each Unit.
- The PREVENT Staff and their commitment.

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